

# Progression of Key Reading Skills- Year 3

Aspect of Reading	Autumn	Spring	Summer
<p><b>Applying Phonics</b></p>	<ul style="list-style-type: none"> <li>✓ I know that phonics is one strategy to help read unfamiliar words.</li> <li>✓ I know when phonic strategies will help to read a word and when they will not.</li> <li>✓ I know what a root word is.</li> <li>✓ I can understand how to use a root word to help read unfamiliar words.</li> <li>✓ I can use root words to help read unfamiliar words.</li> <li>✓ I can use root words to help understand the meaning of unfamiliar words.</li> <li>✓ I know what prefixes and suffixes are.</li> <li>✓ I can understand how prefixes and suffixes can change the meaning of a word.</li> <li>✓ I can use prefixes and suffixes to read unfamiliar words.</li> </ul> <p>I can use prefixes and suffixes to understand the meaning of unfamiliar words.</p>	<ul style="list-style-type: none"> <li>✓ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>✓ I know that some words may have a similar pronunciation but may be written differently</li> <li>✓ I know that some of these are unusual</li> <li>✓ I can use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words.</li> <li>✓ I know that unfamiliar words can be read by using knowledge of similar words (analogy).</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use analogy, drawing on the pronunciation of similar known words to read others</li> </ul>

## Reading for pleasure

- ✓ I know that there are different kinds of narrative stories.
- ✓ I understand that a sequence of events in a narrative is called the plot.
- ✓ I can identify the plot in a narrative.
- ✓ I can use a dictionary to check or find the meaning of new words.
- ✓ I know that there are different kinds of non-fiction books.
- ✓ I know that non-fiction books are structured in different ways.
- ✓ I know how to use a nonfiction book to find identified information.
- ✓ I can identify any words that are unfamiliar.

- ✓ I understand that narratives can have differently structured plots.
- ✓ I can talk about the different plot structures in genres read.
- ✓ I know that writers choose words and language to create an effect on the reader.
- ✓ I find effective words and language in reading that writers have used to create effects.
- ✓ I can discuss a range of narrative stories and their similarities and differences.
- ✓ I can choose books for specific purposes.
- ✓ I can discuss the meaning of unfamiliar words identified.

- ✓ I can recognise the literary language typical of narrative genres read.
- ✓ I can recognise words and language that show the setting of a book – historical, cultural or social.
- ✓ I can explain why a writer makes choices about words and language used.
- ✓ I can discuss meaning of specific or unusual words used by authors to create effects.
- ✓ I can explain why a writer has chosen specific words and language.
- ✓ I can record words and language from reading to use in my own writing.
- ✓ I can make connections between books written by the same author.
- ✓ I can re-tell some of stories written by the same author by heart.

## Reading Accurately, with Fluency and with Understanding

- ✓ I can check understanding in any book or text that I read.
- ✓ I can ask questions to ensure understanding of a text.
- ✓ I know that there will be unfamiliar words in a text.
- ✓ I know that texts have a main idea.
- ✓ I can identify the main idea of a text.
- ✓ I know that the organisation and layout of a book helps me to understand it.
- ✓ I know how to find key words or information in a non-fiction text.

- ✓ I can ask questions to deepen understanding of a text.
- ✓ I can use the context of unfamiliar words to explain their meaning.
- ✓ I can give a personal response to a text.
- ✓ I can use evidence from the text to support my response.
- ✓ I can use clues from the text to predict what might happen next.
- ✓ I can know that the main idea in a narrative may also have a message for the reader.
- ✓ I can know that the message in a book is called the theme.
- ✓ I can recognise that books may have similar themes.
- ✓ I can understand that the organisation and layout may be different according to the purpose of the book.
- ✓ I can record key words or information found in a non-fiction text.

- ✓ I can check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
- ✓ I can explain my personal response.
- ✓ I can listen to others' personal responses to a text. I can adapt own response in the light of others' responses.
- ✓ I can know that characters' actions can tell the reader about their thoughts, feelings and motives.
- ✓ I can infer characters' feelings, thoughts and motives from their actions.
- ✓ I can give reasons for predicting what might happen next.
- ✓ I can identify the organisation and layout in books.
- ✓ I can explain how the organisation and layout helps me to understand it.

## Reading for Pleasure-Poetry

- ✓ I know that there are different forms of poetry.
- ✓ I can recognise and name different types of poems which have been introduced.
- ✓ I know that words and language in poems create effects.

- ✓ I can discuss the meaning of words and language in poems.
- ✓ I can understand that there can be more than one interpretation of a poem.
- ✓ I can understand that the meaning of poems can be enhanced through performance.
- ✓ I can watch performances of poems.

- ✓ I can discuss how the meaning is enhanced through performance.
- ✓ I can identify that intonation, tone, volume and action can be used to enhance meaning.
- ✓ I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.